

Programme 102.†

L₄

(April to July, 1925.
(September to December, 1925, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. II., pp. 103-203 (from *Joshua, Judges, Ruth*). *The Saviour of the World*,* Vol. II. (P.N.E.U. Office, 3/-), pp. 123-174: Bible passages from index, or from *The Gospel History*, arranged by the Rev. C. C. James (Cambridge Press, 3/6). *The Acts of the Apostles*,* by E. M. Knox (Macmillan, 4/6), pp. 191-235, with *The Acts* xiii.-xv.; the *Epistle to the Philippians* (read Bible text only).

Optional: (a) S.P.C.K. *Bible Atlas** (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 95-122. (c) *Helps to the Study of the Bible* (Oxford Press, 4/-). (d) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (e) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 3/-), pp. 43-58, with lessons on Whitsuntide and Trinity. Teachers may find useful for the Catechism, *Lessons on the Way*, by the Rev. Percy Dearmer, D.D., Vol. II. (S.P.C.K., 3/6).

For Sunday reading (optional):

(a) *Our Bible in the Making*, by Dr. Paterson Smyth (Sampson Low, 3/6), pp. 76-131. (b) Spenser's *Faerie Queene*, Book I. (c) *Lysbeth* (Inquisition in Holland), by H. Rider Haggard (Longmans, 6/-), or *The Chaplet of Pearls* (St. Bartholomew's Eve), by C. M. Yonge (Macmillan, 4/6). (d) *India and Her Peoples*, by F. Deaville Walker (C.M.S., 2/-), pp. 89-140.

† The 102nd term of work set since the Parents' Union School began.

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1½d. each, 1925). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Milford, 1/-).

Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe mottoes in beautiful lettering (see "Bridges"), on good paper or vellum.

Writing.

Choose and transcribe passages from Shakespeare's *The Tempest*,* and the other books set, in *A New Handwriting for Teachers* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

(See Meiklejohn, pp. 176-188; Prosody, 194-205.)

Essays on news of the week from the newspapers, or, on subjects taken from the Programme. Heroic adventures in blank verse.

Take the P.U.S. Magazine (Editor, Miss N. Pott, c/o P.N.E.U. Office, 3/3 a year), and send a contribution in verse or prose.

English Grammar.

Parse and analyse, each week, from books read, making progress each term (see pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 102-115, 122-131.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 279-355. Shakespeare's *The Tempest** (Blackie, 6d.). Scott's *Kenilworth** (Nelson, 1/6). Bacon's *Essays** (Blackie, 1/-). Spenser's *Faerie Queene*,* Book I., Cantos 1 and 2 (Oxford Press, 1/6). *An Anthology of English Lyrics** (Methuen, 3/6).

English History.

Gardiner's *History of England** (Longmans, 6/6), Vol. II., pp. 428-531 (1558-1641), or, *A History of England*, by R. B. Mowat, Section 2 (Oxford Press, 3/-), pp. 242-331 (1558-1642). Quennell's *A History of Everyday Things in England*, Part IV. (16th Century) or, Part V. (17th Century) (Batsford, 3/- each). Finish a chart of the 16th Century (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of

events: take the *Home and Class Room* section of *The Times* (direct from Times Office, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 345-372 (1558-1642) (omit questions). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 74-139 (2500 B.C.-2100 B.C.) (omit questions).

Continue a Book of Centuries* (P.N.E.U. Office, 2/3, notes by Miss Bernau, 4d.), putting in illustrations from all history studied during the term (Bible, English, French, General).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 187-210. North's Plutarch's *Lives: Themistocles** (Blackie, 1/-).

Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 228-277 (narration instead of questions).

Geography.

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

(1) *The Ambleside Geography Books*, V.,* (P.N.E.U. Office, 5/). South Africa, Polynesia, Australia, New Zealand: pp. 161-172; 268-300. (2) *The English-Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 143-172. (3) *Modern Geography*, by M. Newbigin (Williams & Norgate, 2/6), pp. 82-142. (4) Philips' *Modern School Atlas of Comparative and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers: *Reconstruction of Europe** (P.N.E.U. Office, 9d.). Ten minutes' exercise on maps of the world every week: *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-) may be used. Teacher may find useful *Out-Door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

Winners in Life's Race,* by Miss Buckley (Macmillan, 6/-), pp. 209-240. *Elementary Studies in Plant Life*,*¹ by F. E. Fritsch (Bell, 3/6), pp. 91-96, 102-124, 181-187. Find and study flowers from six families, see pp. 186-187, with their habitat. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/3), with flower, bird and insect lists, and make daily notes. For out-door work see special study set for the term. Furneaux's *A Nature Study Guide* (Longmans, 6/6), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be used.

¹ Members overseas take (a) for the Tropics: *A Manual of Indian Botany*, by G. A. Bose (Blackie, 6/-); (b) for America: *First Studies in Plant Life*, by G. E. Atkinson (Ginn, 4/6, American edition). Subjects as in programme or according to season.

General Science, etc.
Some Wonders of Matter,* by Bishop Mercer (S.P.C.K., 5/-), pp. 134-158. *Everyday Doings of Insects*,* by E. Cheesman (Harrap, 7/6), pp. 82-159.

Hygiene and Physiology, Domestic Economy.
A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 1-54, 180-205.

Picture Study and Architecture.
Study, describe (and draw from memory details of) six reproductions* of pictures by Holman Hunt (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for April, 1925. *The Story of Architecture*,* by P. L. Waterhouse (Batsford, 6/-), pp. 189-228.

Arithmetic.
Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 131-141: Discount, Stocks and Shares; Mensuration, sections 219-223. Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Teacher may find useful *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).

Geometry.

A Shorter School Geometry,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 208-211. Revise pp. 86-95. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra.

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 90-92, 106-110, 122-129, or continue.

German.²

Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 26-29, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Immermann's *Die Wunder im Spessart** (Hachette, 8d.).

or, preferably, Italian.²

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 24-27 and 37-39, inclusive, taking necessary grammar only. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, six stories from *Cento Racconti per Fanciulli** (P.N.E.U. Office, 1/8).

Latin.

Limen,* Part I. (Murray, 2/6), pages 95-117, and revise grammar, 72-95, with corresponding exercises. Narration of continuous passages.

² Schools may substitute Irish or Welsh.

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 16-18 inclusive, with grammar and exercises. Teacher study preface. Read and narrate Mérimée's *Le Siège de la Rochelle* (Blackie, 6d.). Read several poems and learn one from *Recueil de Poèmes*, by J. Molmy, Vol. II. (Blackie, 6d.).

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Landscape sketches. Illustrations of scenes from Literature. Memory drawing. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalms 45, 46, 47, 48. Two poems from anthology set, or, a scene from *The Tempest*.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. *Don Quixote** (Ginn, 3/6). Homer's *Odyssey** (Chapman), (Dent, 2/-), Vol. I., Books 1-4. Raleigh's *Discovery of Guiana** (Blackie, 1/-).

Musical Appreciation.

Bach, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6). *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term II.

Music.

Choose and learn a suitable composition from *The Term's Music*: Bach.

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-).

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. Heaton's *Card-board Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds). *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6). Re-seat a chair with cane (Dryad leaflet, No. 16, 6d.). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form. (Age, say, 14-15).

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Music" onwards are advisable but optional.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in some subjects.

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars of membership apply to Miss P. N. Bowser, c/o P.N.E.U. Office. The P.U.S. Magazine (2/8 yearly) is for present pupils and is especially recommended to families and to those Schools who have no Magazine of their own.

N.B. 8.—Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 9.—All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM IV.

PUPILS' NAMES.....

.....
Bible Lessons.

- I. 1. What do you know of the sources of the Book of Judges?
2. Describe (a), the sending away of the Trans-Jordanic tribes by Joshua, and, (b), the suspicion that fell upon them.
2. Give some account of Abimelech and his premature attempt to form a monarchy.
- II. 1. Give some account, with a map, of St. Paul's first missionary journey.
2. Describe the meeting of the Council of Jerusalem. What was its decree?
3. "Let this mind be in you which was also in Christ Jesus." Show how St. Paul in the *Epistle to the Philippians* follows out the teaching of our Lord's Charge to the Twelve.

Writing. (Writing is also considered in each written answer).

Write ten lines of poetry from memory.

Dictation. (Spelling is also considered in each answer.)

Scott's *Kenilworth*, Chapter I., "It is . . . acquaintance."

Composition.

1. A page from the diary of (a), the Prince of Wales in Africa, or, (b), a naturalist on "Hedgerows," or, (c), Amundsen on his recent adventure.
2. Some verses (which must scan) bearing on one of the following titles,—*"Westward Ho!"* *"Telemachus and the Wooers,"* Sounds heard on a day in June, *"Sancho Panza,"* Sir Walter Raleigh.

English Grammar.

1. Analyse, parsing the words in italics:—

“The arms he *chose*
Were *plain*, and on his shield was no *device*,
Only his helm was rich, *inlaid* with gold,
And from the fluted spine *atop* a plume
Of horsehair wav'd, a scarlet horsehair plume.
So *arm'd* he issued forth and *Ruksh*, his horse,
Follow'd him, like a faithful hound, *at heel*.”

2. Give examples of the different kinds of subordinate adverbial sentences. To what part of the principal sentence may they be attached?
3. Give the derivation and meaning of the prefixes used in the following words,—apostle, diagonal, trespass, surname, perimeter, eccentric, viceroy, uniform.

Literature.

1. Write a brief account of “Shakespeare—The Boy,” and give a list of his plays you have read, mentioning three characters in each.
 2. Sketch the characters of two of the following,—(a), “Miranda,” (b), “Wayland Smith,” (c), Queen Elizabeth as shown in *Kenilworth*, (d), “Don Quixote.”
 3. Write, in the style of Bacon, “Of Travel,” or, “Of Gardens,”
- or, 3. Write of how “The guilefull great Enchanter parts the Redcrosse Knight from Truth,” quoting lines that have struck you.

English History.

1. “The romance of Elizabeth's reign is on the sea.” Explain, giving briefly the events connected with four “romances.”
2. “The writers of James I.'s reign constituted its chief glory.” What do you know of them and their writings?
3. Give some account of the events in the reign of Charles I. which led to the Grand Remonstrance. Dates.

General History.

1. What causes led to the Thirty Years War? Give some account, with dates, of the part played by (a), Gustavus Adolphus, (b), Richelieu.
2. Describe briefly Egypt in the Feudal Age.
3. What do you know of the rise of the Sumerian Civilization?

Citizenship.

1. “Everyone has principles.” Explain, giving instances from your reading this term.
2. Compare and contrast the character of Themistocles and of Aristides. Give examples to show how Themistocles “earnestly gave himself to state.”
3. What provision does the British State make for the poor? In what way must every citizen help? What has been the recent decision as to Boards of Guardians?

Geography.

1. Show by a rough sketch map what is included in the term Polynesia. Describe the islands and their inhabitants.
2. Give a map of the Union of South Africa, marking the chief divisions. Sketch briefly the events which led to the Union.
3. What three great plant formations are represented in Europe? Describe each of them briefly.

Natural History and Botany.

1. Describe, with a diagram, the skull of (a), an insectivore, (b), a rodent. Contrast and compare four examples of each class and say where they are to be found.
2. Describe botanically the inflorescence of the following flowers,—wallflower, candytuft, snapdragon, sunflower. Diagrams.
3. Make a list of the flowers you would expect to find (a), on a heath, (b), in a meadow. Describe fully three of each. Diagrams.

General Science.

1. How do the molecules behave (a), in a liquid, (b), in a solid?
2. Write upon “colour in insects.”

Physiology and Hygiene.

1. Describe the process of digestion.
2. What different kinds of food do we commonly use? Explain the necessity for each.

Picture Study and Architecture.

1. Describe, with a rough sketch to indicate the composition, Holman Hunt's “Light of the World.”
2. What do you know of Gothic Architecture (a), in Italy, (b), in Germany?

Arithmetic.

1. What annual dividend is derived from investing £3290 in $3\frac{1}{2}\%$ stock at $87\frac{1}{2}$?
2. Find True Present Worth and True Discount at 5% on a bill of £3741 due in $1\frac{1}{2}$ years.
3. Find the radius of a circle whose area is a quarter of that of the circle whose radius is 4ft. 8in. ($\pi = \frac{22}{7}$).

Geometry.

1. The straight line joining the middle points of two sides of a triangle is parallel to the third side and equal to half of it.
2. On a straight line 3 cm. long describe a segment of a circle containing an angle of 60° .
3. Given a circle of radius 3.5 cm. with its centre 5.0 cm. from a given straight line AB, draw two circles of radius 2.5 cm. to touch the given circle and the line AB.

Algebra.

1. Given that 4 litres = 7 pints, draw a graph to convert litres to pints. Hence express $17\frac{1}{2}$ pints in litres and 24 litres in pints.
2. Solve the equation:
$$\begin{cases} 3(x-4) - 4(y+3) = 1. \\ 5(y+3) - 4(x-4) = 1. \end{cases}$$
3. A's age exceeds B's by 24 years. 3 years ago A's age was 3 times B's. Find their present ages.

German.

1. Tell, in German, the story of (a), *The Cabbage, the Wolf and the Goat*, or, (b), one of "The Scholar's" experiences in Spessart.
2. Use in sentences the following verbs, — *durchreisen, übersetzen, unterhalten, unterstehen* with the conjunctions, *da, darum, als, während, wo*.
3. Write a German conversation between two children who have a ten minutes' playtime.

or, Italian.

1. Write a letter in Italian describing some event of the Summer Term.
2. Translate Exercise XXXVII., p. 94 (Perini).
3. Make sentences using the following verbs, — *bere* (Pres. Indic.), *cadere* (Past Def.), *chiudere* (Past Part.), *cogliere* (Pres. Indic.), *comporre* (Imperative).

Latin.

1. Give (and translate) sentences involving (a), ablative of description or accompaniment, (b), ablative absolute, (c), the two genitives of "nos" and "vos,"
2. Translate (a), *Limen*, Exercise LX., sentences 1-5, (b), write narration of (a).
3. Put into Latin the first sentence of each English exercise from LXIII. to LXX. (5 sentences).

French.

1. Give an account, in French, of (a), an incident from "Le Siège de la Rochelle," or, (b), "Un orage au Bois de Boulogne."
2. Make twelve interrogative sentences in French about a visit to Paris, using the verbs, — *s'amuser, pleuvoir, faire beau, s'en apercevoir, se dépêcher, arriver*.
3. Translate Reproduction IV., p. 155 (Siepmann) to "especially Mme. and M. Dubois."

Painting (should be done with brush and in colour).

1. An original illustration for *The Tempest*, or, *Don Quixote*.
2. A landscape from memory or from a corner of your garden.

Musical Appreciation.

1. Say what you can about (a), the form of a fugue, (b), Bach's Fugue in D Major, in particular.
2. What do you know of Bach's (a), chorales, (b), instrumental works? Which of them have you heard?

Recitations.

Father to choose two Bible passages of ten verses each, a hymn, a poem, or, a scene from *The Tempest*.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of work completed to appear in *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports

(only) to be posted to the Director, Parents' Union School, Ambleside, either before July 30th, or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination (see Leaflet H).